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ABSTRACT

The third of seven training modules for professionals in early intervention focuses on working with young (birth to age 3) children who are speech/language impaired, learning disabled, slow learning, or socially delayed. Background information summarized what is known about language, cognitive and social dysfunction or affect in infants and young children. Three inservice training sessions are outlined: "The Baby Connection--Teaching and Learning through Love," "It Takes Two to Talk: Language Games, Conversation, and Fun," and "Infant Inquiries or How Does Planet Earth Work?" Ten primary resources on language and cognitive development differences are described in terms of title, author, publisher, cost, audience, date, format, and suggestions for use. Six activity guides are also described, followed by an annotated bibliography of 52 publications. (CL)

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ECI - 3 DIFFERENCES IN LANGUAGE AND COGNITIVE DEVELOPMENT

Early Childhood Intervention Catalog Module

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August, 1982

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ECI - 3 DIFFERENCES IN LANGUAGE AND COGNITIVE DEVELOPMENT

Purpose: This module is written for teachers, supervisors and other professionals who work with young handicapped children. It is designed to provide information and resources for understanding and working with children identified as speech/language impaired, learning disabled, slow learning or socially delayed.

NOTE: Other modules in this series, particularly modules 2 and 5 are pertinent to this topic.

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OVERVIEW OF LANGUAGE AND COGNITION

The following brief overview of language and cognition, is based primarily on an interactional approach. It is intended as background information to the following section, "Outlines for Training Sessions".

The reader is urged to read several of the other books listed in the annotated section and items listed in the reference section.

USE THIS MODULE TO:

1. Design training sessions that actively involve trainees.
2. Acquaint staff with principles of intervention with language and cognitive delayed children.
3. Conceptualize the impact affective development has on children and their parents.

DIFFERENCES IN LANGUAGE AND COGNITIVE DEVELOPMENT

Background Information

"From his earliest day, every infant is an active, perceiving, learning, information-organizing individual." (Stone, Smith, and Murphey, 1973, p. 4)

This background section is intended as a brief review of what is known about language, cognitive and social dysfunction or affect in infants and young children. This information is not comprehensive. However, extensive references are included in this module A close review of selections from the bibliography and further study of infant disabilities is recommended.

AFFECT

Affect, cognition, and language are closely interrelated in the infant's development. Yet, for effective intervention it is important to consider each of these three areas both separately and in combination. Affective development is a likely beginning point. Babies are "born lovers". Beginning at birth (and perhaps before birth) infants send messages about their physical and emotional needs. Who is the receiver of these messages? While mothers are not the only receivers, they are the most obvious one and intervention strategies usually are designed with mother and baby in mind. A look at mother-baby interaction shows that communication between the two initates and assures a loving bond which affects learning. The bond that is formed provides a safe although intangible environment which compliments language and cognitive development. This bond seems to be the very root of affective development in the infant and it seems to serve as the organizing context for communication.

The bond that develops between mother and infant is observable. The behaviors that support it are on-going. Both mother and baby derive pleasure from the interactions. Each provides feedback to the other. Both adapt and accommodate to the other, developing a mutual and reciprocating affective-communication system. For example, when the baby nurses or takes a bottle it is common behavior for mother and baby to gaze into each others eyes. When the mother captures the baby's gaze, she may begin talking to her baby. The baby's gaze is feedback to the mother who expands the interaction by talking. The mother's voice gives the baby feedback for looking and the baby may pause from feeding to show the mother a milky smile. Mother, enraptured with the smile, continues the interaction by kissing the baby's hand. Baby closes his eyes, sighs, and settles back into feeding.

This is an example of a completed affective interaction which may occur in only a few minutes or even seconds. It was discrete, mutually satisfying, accommodating, and full of cue-giving feedback.

What happens when mothers are not enraptured with their babies? What happens when babies do not provide mother with feedback? What happens when slowly-developing infants are unable to continually provide novel feedback to parents and the parent becomes disinterested or bored with their baby? Answers to these questions are essential when infant intervention programs use a "parent as interventionist" model. It is evident that some handicapped infants do not provide parents with the feedback necessary for continuing the loving bond both parent and baby need. Think of the blind infant who does not respond to mother's gazes with a smile. Consider the Downs child who does not develop refined feedback cues in response to parental playfulness. Or, the deaf child who does not respond to the sound of his parent's voice.

Intervention with the parent should include strategies that support the bonding between parents and their babies. One approach is put forth by Rose Bromwich in Working with Parents and Infants: An Interactional Approach. In this volume the author describes five levels of parent behavior and eight modes of intervention of developing parenting skills. It is important to note that Bromwich does not describe the model rational in terms of bonding or attachment but rather quality interaction. The levels of parent behaviors progress from simple to sophisticated and increasingly satisfying interactions between parent (usually mother) and infant.

LANGUAGE

Interaction is the key to affective behavior. It is also a key in language intervention. Foremost in intervention strategies are those which place a special person (parent or caregiver) as the language model. This person provides the language which the child is to learn, mediates and interprets the environment which the language symbolizes. There are several important points and variations to this approach:

1. Teach language that blends with the cognitive and affective abilities of the infant. Affective and physical environment of language is very important. Therefore a primary intervention strategy is to create a loving and stimulating environment and teach through context of a daily routine, such as sorting laundry provides the context for language intervention.

2. Engineer social situations for verbal interchange between special adults and children, such as building morring routines in which predictable interactions occur that might include games or question-response chains.

3. Teach functional language needed to operate within a familiar context. For example, teach scripts for requesting food or a favorite activity. Not all language intervention approaches rely on affect or environment: Other approaches focus on:

1. Teaching to the deficit skill.

2. Viewing language as a cognitive function. Emphasize development of thinking skills and language will emerge.

While current literature on infant language studies seems to indicate that affect and social interaction are the primary organizing forces in early language, this is not the whole story. There are probably many avenues through which infants can learn language. For example, if the ability to hear is intact, it is possible that the infant could learn language through several intervention techniques. The key, then, becomes a matter of deciding which approach to take with which infants. The decision to apply one approach over another must be made in terms of the circumstances of the family, needs of the infant, and skills of the interventionist and therapist. Flexibility is required to adequately provide language intervention with babies. Therefore, it is extremely important to review and practice several intervention approaches. One approach will not work with all babies all the time.

COGNITION:

Piagetian theory dominates current thinking on intellectual development. It is also the theoretical corner stone to intervention research with handicapped infants. Piaget is understandable on many different levels. It is important to familiarize yourself with the basic tenets of Piagetian development but a review of Piagetian constructs should be ongoing. As your experience with handicapped infants broadens, your understanding of his theories will become more refined.

A major contribution of Piaget is a recognition of child intelligence as different from adult intelligence. Intervention strategies for handicapped children should reflect infant intellectual functions. Even with Piagetian developmental stages as a guide there are several options for approaching cognitive intervention. Piagetian-based curriculums usually pair cognitive activities with sensory stimulation. But it is valid to blend both language and social activities with the cognitive domain.

Cognitive intervention for infants usually begins with an evaluation of reflexes and activities designed to strengthen or diminish a reflex, depending on the child's level. For example, a reflex such as the Assymmetrical Tonic Neck Reflex extinguishes around 2 or 3 months. While this is valuable for inhibiting rolling in the first months, it is an impediment to learning as the infant matures. From reflex activities cognitive intervention moves into sensory activities designed to help the child receive, understand and process sensory input (visual, auditory, olfactory, gustatory, tactile). These activities may be categorized in curriculum as language, social or cognitive skills. Or they may appear in combined categories. In either case such activities are designed to stimulate sensory receptors and promote sensory processing. Piaget tells us that sensory processing is the beginning of "thinking". These activities are crucial to intervention and they can continue to be a part of an infants' program even though more sophisticated cognitive skill work has been introduced.

Sensory and reflex work branches into activities which support the emergence of specific cognitive domains. Usually these are memory, imitation, play and exploration behaviors, object permanence, problem solving (involving motoric manipulation and solutions), spatial relationships, and causality. At this point it is helpful to think of the infant as a budding scientist. Other "scientific type" activities besides those supporting these cognitive domains are often included. These activities are designed to help the child learn through experimentation. For example,

dropping and throwing activities teach about gravity. Rolling, pushing, and pulling teach about inertia. Emptying all the tissues from a box are exercises in full and empty, beginnings and ends. Playing with an egg beater leads to discovery of hold and operate abilities so important to using tools. Of course, infants do not think about gravity and inertia as such, but they do incorporate these principles into their expectations of their environment.

Specific intervention techniques are recommended to help infants develop skill proficiency in this area. The interventionist must have a keen sense of the "teachable moment" - (see The Teachable Moment and the Handicapped Infant by M. Beth Langley - available through the ERIC Clearinghouse and the manual to the Small Wonder Curriculum Guide). During these moments the interventionist must learn to cue, praise, distract, focus, motivate, and manipulate the circumstances and the infant. There are several excellent sources that speak to these teaching skills. (See Handbook of Preschool Special Education by Allen Mori and Jane Olive and Infant Learning: A Cognitive Linguistic Intervention Strategy by Carl J. Dunst.)

Differences in language, cognitive, and affective functioning of handicapped youngsters vary greatly and intervention must be highly individualized. The curriculums and activity guides included in this series will help you in tailoring each infants' program. The guides will also help in designing a responsive environment, both emotionally and physically needed for helping young handicapped children.

OUTLINES FOR TRAINING SESSIONS

In this section you will find outlines for training sessions. These outlines are brief and you should adapt or expand the ideas and activities to meet the needs of the group with whom you work. Be sure to read thoroughly the background information listed under the Preparation Section for each session.

The amount of time needed for these sessions will depend on your group. Participants with in-depth prior knowledge regarding language and cognition may need only a few hours per topic.

Outlines are included for the following:

The Baby Connection - Teaching and Learning Through Love

It Takes Two To Talk: Language Games, Conversation and Fun

Infant Inquiries or How Does Planet Earth Work?

NOTE: These sessions include activities that must be adapted to the specific type of handicap that you want your training to address.

Session Outline

"The Baby Connection - Teaching and Learning Through Love"

A baby's self-concept, language and cognitive growth are very dependent upon the adults in his world. The mother and father, and to a lesser extent, the teacher are extremely important. They must nurture, respond, cuddle, and enjoy baby. This connects the infant to his social, linguistic environment through which the baby learns. Handicapped infants have these same basic needs. As children mature an adult connection is still very important. However, the content of the interactions change, reflecting the young childs increasingly sophisticated understanding of the world. Getting babies, parents, and teacher off to a loving and learning start is the focus of this session.

Objectives: To provide activities that encourage attachment

To demonstrate massage techniques for special infants

To explore mother-infant interactions for attachment behaviors

To observe the beginnings of language learning and cognitive development

Preparation: Read information on attachment and bonding - at least two articles or chapters. Observe mother-baby interactions and note bonding behaviors before the presentation. A shopping mall is a good place to start. But be sure you spend time observing in a baby's home. Select a mother who seems to be very responsive to her baby. Practice the different massage techniques. Collect the materials necessary for the session.

Outline:

1. Ask participants to think of someone they love. (This should not be a baby). Ask participants to think about how they know that person loves them back. Collect ideas from the group and list them on a chalk board or newsprint. Usually the list includes touching, smiling, hugging, kissing, gentle voice tone, attentive listening, responding to comments, doing things together, sharing observations, or eating together. Tell participants that babies have the same needs, but the adult must radiate these loving behaviors in terms that baby can understand. Take each behavior on the list and apply it to a loving adult-infant interaction. For example, demonstrate different ways to hold a baby. Invent kissing, caressing, rocking, and cuddling styles.

2. Focus on the way adults talk to babies. Observe the content of the language. Usually adults talk about things that the baby can see, hear, touch, smell, taste, and explore with his hands and body. Or, adults talk about what baby might be thinking or saying if baby could "talk". This notion is extremely important in sharing quality time with the infant. Demonstrate with participants different conversations that

they can have with baby while they are carrying out routine infant care tasks. For example, demonstrate diapering with a doll, talking to it as you would to a baby. Have availabale and demonstrate toys that could be put in the diapering area, high chair, crib, and bath.

3. Invite several mother-baby guests to the session. Ask them to demonstrate how they make their baby smile, how they keep the baby's attention, baby's favorite game, how they get baby to talk. Tell participants to notice the mother's sensitivity to the baby. They should look for eye-contact patterns, body orientation, touching patterns, and direct responses to the infant's behavior. Talk about what the baby likes and how the mother and the baby worked together. Explain that these behaviors are the part of the bonding that occurs when a baby attaches to an adult. These bonds are baby's first learning channels. Apply the discussion to the ideas developed in Activity 2. (For attachment information see Fiebergs' In Defense of Mothering).

4. Demonstrate and practice massage. Use the techniques described by LeBoyer in Loving Hands or a more exacting method presented by Ruth Riss in The Loving Touch. The latter is a preferred method for handicapped children. It is designed to aid youngsters with sensory-motor dysfunctions. Massage is a loving way to care for an infant. Large dolls are helpful for practice.

5. Give participants time to practice as many techniques as possible.

Session Outline

" It Takes Two To Talk: Language Games, Conversation, and Fun"

Language is a uniquely human behavior that begins developing at birth. The infants earliest attempts to communicate (crying) are interpreted by the mother or caregiver who responds and the first "conversation" has occurred. This session is designed to aid participants in creating their own language games with infants and to demonstrate the importance of building conversations with baby.

Objectives: To emphasize the importance of showing babies that their language matters.

To demonstrate language activities for babies.

To invent language activities for babies.

Preparations: Scout around and find toys that make sounds or have visual or tactile appeal. These need not be purchased - coffee can and wooden spoon, stuffed toys, keys or tablespoons, items with different texture such as a small round pillow converted into a clown face, or surprise toys such as a jewelry box with a goody in it are fine. Arrange to have some babies present. Procure a tape player or record player and music from the Small Musician Series or Music for Ones and Twos. Be sure to read about normal language development and review language intervention programs.

Outline:

1. Have participants think of a baby. Ask them to visualize all the things that babies do to tell adults what they want. Participants might work in small groups and devise a list of these signals. Talk about the ideas they came up with.

2. Name several situations (i.e. diapering, feeding, bathing) in which the baby communicates with the adult. Assign pairs of participants to role-play these situations. One participant is the "baby", the other the "teacher". The teacher is to talk to the baby and for the baby. The baby is to only coo and gesture in response to the teacher. Adults usually say the baby's side of the conversation until the baby is able to do so for himself. This is a typical and important language learning technique for babies. Of course, adults must be sensitive to interpret babies non-verbal messages appropriately and then give the corresponding language.

3. Have a variety of toys available. Divide participants into small groups. Have each group work up a list of possible words which could be used with each toy. Have participants read their lists to the total group. Words should be categorized into names or labels, actions, and descriptions,

where, when, and how words. Talk about the different kinds of words. Point out that babies understand words long before they use them. They also learn the rules of the language. Practice with objects that are named, described, and used in a game to help babies develop vocabulary. Therefore, it is important for teachers to speak clearly, simply, and correctly. A lot of intonation and enthusiasm is also important.

4. Take participants for a walk around the room, the center, or the outdoor play area. Pause at different places and ask them to find things that they would talk to baby about. Use a doll to demonstrate how to hold a baby to improve baby's view of the world.

5. Review the daily care routines such as feeding, toileting, bathing. Examine these routines for language possibilities. Role play how to talk to a baby when you're changing his diaper.

6. Teach participants some songs and fingerplays. Make music and sounds with the toys you collected. Talk about the activity with the baby. Play two or three records discussing the importance of simple repetitive words and melodies. Adults can sing along with the records and encourage older babies to coo or chant also.

Session Outline

"Infant Inquiries or How Does Planet Earth Work?"

Specific domains of cognitive development, described by Piaget, and Uzgiris and Hunt are important in working with the special infant. Tasks for the special infant must be structured and designed so that the baby can attempt and succeed in small but challenging increments. Adapting cognitive activities requires understanding intellectual development of the infant years. Although the Piagetian Sensori-motor intellect model does not cover all cognitive behavior that emerges in infancy, this model does provide an excellent beginning point for observing and understanding cognitive development in the earliest years. This session explores the infant intellect and suggests possibilities for adaptation with special children.

Objective: To present seven cognitive domains characteristic of infant intellectual functioning.

To examine activities requiring the infant to use the different domains.

To suggest structural or interactional adaptations for babies with special needs.

Preparation: The leader for this session must clearly understand the domaines described and appropriate activities. Read Alice Honig's Infant Caregiving: a Design for Training, chapter 7, p. 142.

Read Infant Learning: A Cognitive-Linguistic Strategy, chapter 3, p. 18 - 40.

Read Teach Your Baby

Read Smart Toys: for Babies from Birth to Two

Collect a variety of toys for demonstrating the task of the different stages (see procedures).

Note: This topic should be divided into several sessions.

Arrange to have babies of different ages present so that the different levels of functionsin can be demonstrated.

Outline:

1. Purposeful Problem Solving - Talk about the baby's ability to solve problems by reaching conclusions about the environment and the objects in it. Group the following materials: paper plate clown face, chewable toy,

jangle mobile with a long string attached or a crib gym, high chair toys, a high interest toy and a cover or a toy attached to a string, an egg beater, a set of nesting objects - boxes with lids are ideal. Have participants rank the toys by level of difficulty. Next, ask them to explain how or why one toy or activity is more difficult than the previous one. Then ask the key question - What is the baby learning? This activity works well as a group activity.

TOY/Material (in development order of sensori-motor stages)	SOLUTION
I. Clown face	How faces are alike Recognizing the differences between animate and inanimate objects
II. Chewable toy	Learns to coordinate mouth and hand
III. Mobile on a string - loosely tie string to baby's foot or wrist	Ability to repeat action - develops cause and effect relationships
IV. 1 piece puzzle Stacking, nesting cans	Able to serialize action
V. Toy in match box	Ability to use novel behavior to get toy
VI. Pull toy for hauling things	Invents activity

2. Object permanence - Explain that infants develop the ability to "know" that objects exist even though they cannot be seen or acted upon. The behavior begins to emerge in the first or second month, but the actual ability to predict an object's presence is not apparent until the 8 - 12 month. Following the same mode as established in problem solving, collect toys and develop games that are useful during the different stages of sensori-motor development. (See Dunst's Infant Learning, A Cognitive-Linguistic Intervention Strategy) Have participants order the activities according to difficulty. Work out reasons why one activity is more difficult than the next and compare the trainees' conclusions to those rankings suggested by Dunst.

3. Spatial Relationships - Again collect and organize a series of activities for working with infants on spatial tasks. Explain to participants that spatial abilities begin with visual tracking and orientation to sound. The baby soon is able to orient objects to his own body and later can orient objects to one another.

4. Casualty - Collect materials for activities that allow children opportunities for exploring casualty in the environment. Tell trainees that they will again look at a cognitive domain and that the activities presented should be ranked by difficulty and the reasons for rank order stated in terms of infant cognitive development. Using the Dunst work as a guide, compare the rankings of the trainees to those suggested.

5. Vocal Imitation and Gestural Imitation - Infants of varying ages are essential for this activity. Prepare some possible activities for the mothers to experiment with during the session. Invite at least two mother-baby pairs. Have trainees observe as the mothers elicit vocal responses from their infants. Observe the complexity of the vocal chains that are demonstrated. Repeat this procedure with gestural imitations. Again observe the increasing complexity that can be demonstrated with progressively older infants. Caution- while imitation may be a cognitive skill and at the same time contribute to the development of language it is not the only or even the most important dynamic contributing to language development. Be careful about saying that these domains are the sole root of language abilities.

6. Play - play is one of the most critical domains in exploring the environment. Moreover play is an important cognitive skill in relating objects to people - including naming behaviors. Ask participants to find an object to explore such as keys from their purse or pocket. Tell the participants that they are going to pretend they are infants and explore their object as an infant might. (A series of exploration steps are listed below). After the series of explorations are completed discuss the activities. What is a baby exploring when they do these tasks? What are the opportunities for naming during the activities? In what ways (if any) are the behaviors symbolic? Rank the exploration exercises in the order the behaviors would appear in infancy.

EXPLORATION 1

Find a place on the floor. Get in a comfortable position and breathe very slowly and very deeply. Stare at the object for one minute.

EXPLORATION 2

Pick the object up and put it in your mouth. Explore it. Run your tongue over it. Feel its textures. How does it feel against your lips, your gums?

EXPLORATION 3

Take the object and walk around the room with it. Hold it in front of you so you can see it all the time. Begin to look for a place to hide it. Hide the object. Walk. Go get it. Walk with it. Hide it again in the same place. Walk. Go get it. Walk with it. Hide it again in the same place. Walk. Go get it and walk.

EXPLORATION 4

Sit down. Touch your object. Touch it all over. Rub it. Notice details on it. Touch the interesting parts of the object.

EXPLORATION 5

Babble to your object. Remember do not use words! But make sounds to it. Make quiet sounds. Make long "important" sounds. Have a conversation with it.

EXPLORATION 6

Put your object on top of something. Push it off so that it falls to the floor. Pick it up and repeat the action over and over again.

EXPLORATION 7

Place object on the floor. Hit it. Hit it slowly. Hit it fast. Hit it occasionally.

EXPLORATION 8

Pick up the object and shake it. Shake it and drop it.

EXPLORATION 9

Sit facing a wall. Move to within three feet of the wall. Throw the object against the wall. Lie down and throw it against the wall.

EXPLORATION 10.

Return to seat. Put object in container, and take it out. Do this several times.

SUMMARY FOR TRAINERS

Explorations:	Parallel Age
1. Stare	2nd mo.
2. Taste	2nd-12th mos.
3. Hiding and Finding	8th mo., more adv. 11th mo.
4. Detail	7th month
5. Talking	5th mo.
6. Falling	5th and 7th mos.
7. Hitting	2nd and 4th mos.
8. Shaking and Dropping	3rd and 4th mos.
9. Throwing	10th and 11th mos.
10. Containers to put things in	6th, 8th, 11th mos.

DIFFERENCES IN LANGUAGE AND COGNITIVE DEVELOPMENT

Descriptions of Primary Resources

Establishing a professional library is an important task for any staff person who is responsible for training. However, it can be an expensive venture. The selections described in this section were chosen for their versatility. They provide background reading for training sessions and inspire training ideas. They are also valuable references for instructional planning. Most of the sources can be shared with parents or form a self-guided reading program for interventionists.

Title: Cognition to Language: Categories, Word Meanings, and Training

Author: Mabel Rice

Publisher: University Park Press
233 East Redwood Street
Baltimore, Md. 21202

Topic: Language Development

Audience: Professional

Format: Paper Back

Date: 1980

Cost: $12.00 (approx.)

Purpose: The relationship of cognition and language is addressed in light of recent child language studies. Implications for intervention are included.

Description: Mabel Rice develops her thoughts about language and cognition from the studies reporting the underlying categorical framework upon which language is developed. Rice also presents the interrelationships among different mental, organizational processes and the impact these have on language acquisition. The final chapter deals with possible clinical practices that support the development of language in young children.

Suggestions for Use: This book is primarily helpful as a resource for background information. It is a sophisticated treatment of child language and will be most beneficial to those who have had some previous introduction to issues in language acquisition.

Title: Early Language: Acquisition and Intervention

Authors: Richard L. Schiefelbusch and Diane D. Bricker, Editors

Publisher: University Park Press
300 North Charles Street
Baltimore, Maryland 21201

Topic: Language acquisition and intervention

Audience: Language therapist, special educator

Format: Hard-cover book

Date: 1979

Cost: $24.00 (approx.)

Purpose: To describe language functioning in infants and to recommend practices for intervention with children who are at risk or handicapped.

Description: This volume approaches language acquisition and cognitive development as a function of social behaviors that are evident between mother-infant pairs. While there are many other dynamics that enter into the acquisition and development process (i.e. environment, individual differences, mothering styles, handicapping condition) the primary influencer on language development seems to be social. The editors have selected studies that investigate the impact of social learning on the infant and the infant language and cognitive development.

The volume is divided into five sections: 1) Developmental Processes and functions. Chapters included in this section are - Infant speech and nonspeech perception, Reconceptualizing Language acquisition and cognitive development, Experience in the social context, Some theoretical considerations in the design of language intervention programs. 2) Mother-child interaction. Chapters included in this section are - Affective communication as the prelude and context for language learning, Mother-child interaction in the second year of life, Mother-child interaction issues. 3) Early symbolic acquisition. Chapters in this section are - The transition from early symbols to syntax, On the structure of early symbolization, Early psycholinguistic acquisition. 4) Decision and implementation procedures. Chapters included are - Early intervention, Decision making in early augmentative communication system use; Strategies and evaluation of early intervention. 5) Intervention issues and strategies. Chapters included are - Creating social environments to facilitate language development, issues in early language intervention, a strategy for stimulating infant language, The nature of intervention research.

Suggestions for Use: Use as a comprehensive book on background information for language, social learning, and cognitive development. Ideas from this text may be inspirational in refining intervention strategies that are currently in use in the program. Train to these modifications through discussion of findings in this book and the possible procedure changes in the program. Then role play or demonstrate these changes. Provide practice by working with infants in a training setting.

Title: Infant Learning: A Cognitive-linguistic Intervention Strategy

Topic: Language and Learning Intervention

Author: Carl Dunst

Audience: Therapy planner or coordinator

Publisher: Teaching Resources Corp.
50 Pond Park Road
Hingham, Mass. 02043

Format: Spiral-bound soft cover

Date: 1981

Cost: $19.95 (approx.)

Purpose: To provide an intervention strategy that can be used with multiple curriculums for infants.

Description: Before exploring the possible dimensions of an intervention strategy for infants it is necessary to examine the cognitive differences between adult and infant intelligence. From the Piagetian viewpoint Dunst builds a model of infant intelligence. He describes each of the stages and aspects of those stages. He then develops a model for intervention. The model consists of specific strategies that designate how activities should be structured for infant intervention. The model is not a recipe guide or set of activities. It is not a developmental sequencing of possible activities for specific stages. Rather it is a plan for intervention with infant manifesting different stages of cognitive and linguistic functioning. The strategies are multi-faceted. It is comprised of three major components representing subdivisions of the sensorimotor phases. The three components are: level of cognitive functioning, (infant ability level), content (information to be taught), context of intervention. The model is employed through a curriculum chosen by the interventionist.

Suggestions for Use: The strategies suggested for intervention are excellent for role play situations in training. Review strategies for the different ages of the infants served in the program. Have participants model an activity from the curriculum that would apply to a specific infant. Select specific strategies that would enhance the teaching of that activity based on the intervention model proposed in this text. Role play possible changes in the delivery of the activity. Once the trainees have practiced among themselves, have infant guest that can provide more in depth practice possibilities for the trainees.

Title: Language Disabilities

Author: Colleen A Mayer

Publisher: Available through Easter Seal Society
for Alaska Crippled Children and Adults
726 E. Street
P.O.Box 2432
Anchorage, Alaska 99510

Topic: Language Delay

Audience: Parents, para-professional teachers

Format: Mimeographed booklet

Date: None

Cost: Unknown

Purpose: To provide a simple explanation of possible language problems during the early years of development.

Description: The surge in infant language research over the past decade has been overwhelming. Materials that clearly explain the basics of language disabilities are a necessity in a beginning orientation to language intervention. This booklet is an excellent ten minute summary of language dysfunctions. It is written in a simple, direct and informative style. Each major point is illustrated with "stick figure" children. The topics that are covered are: language problems, causes of language problems, identification of children with possible language delay, helping strategies for teachers with children with language delay. This booklet was written with the pre-schoolers in mind. However the information is very helpful in understanding infant language intervention programs.

Suggestions for use: "Language Disabilities was developed as part of a B.E.H. grant. Since it was funded with public monies the materials may be reproduced without risking copy right tangles. This booklet would make good handout for introductory workshop on language problems. The training session should include activities that fix the concepts presented in this booklet. Such activities as discussing symptoms of babies with problems, demonstrating activities that encourage language development and providing information about complimentary activities that aid in language acquisition are a must.

Title: Language in Early Childhood Education

Author: Courtney Cazden, Editor

Publisher: National Association for the Education of Young Children
1834 Connecticut Ave., N.W.
Washington, D.C. 20009

Topic: Language development in the preschool

Audience: Preschool teachers

Format: Paper back

Date: 1981

Cost: $5.00

Purpose: To provide a review of issues concerning language programming in the preschool setting.

Description: "Language is learned not because we want to talk about language, but because we want to talk about the world." Talking about the world and ways of structuring experiences so that the world is presented through language is exactly what this book is about. The emphasis is upon structured programming and addressing specific issues that influence language. The teacher's role, English as a second language, selecting a language curriculum, language in the home, attitudes of black people toward language education, and suggestion on teaching reading are included. The section on the teacher's role and the introductory chapter both have application to the infant environment even though the book does not specifically address the youngest years. Most of the observations set forth are the result of studies done with minority children or children of low income families.

Suggestions for Use: A clear, direct presentation of language in the preschool. The text is primarily an excellent resource for background information. Particularly helpful thoughts on structuring a training session on teacher attitude toward language development are on page 86-94 in the chapter on the teacher's role. These ideas could also be developed into teaching strategies for the teacher.

Title: Maternal Attachment and Mothering Disorders

Topic: Infant attachment, social delay.

Author: Klaus, Marshall, Leger, Treville, and Trause, Mary Anne, editors

Audience: Professional, program director, curriculum specialist.

Publisher: Unknown, Sponsored by: Johnson & Johnson Sausalito, California.

Format: Paper back

Date: 1975

Cost: $5.00 (approx.)

Purpose: to present studies related to mother-infant bonding patterns and disorders that might occur.

Description: Attachment to a loving adult is one of the main contributing forces to the development of a healthy, loving personality. The infant connects to the world through the bond that is established between the infant and his parents. In parent child relationships where the bond has not been established, the infant demonstrates symptoms of developmental delay. The studies presented in this book illustrate the types of dynamics that occur that contribute to parenting disorders. The works in the book are divided into three categories. 1) Disorders of attachment, 2) The process of attachment, 3) Problems in attachment. Disorders in attachment are presented as a function of child abuse and neglect. Case studies depict destructive parenting patterns that are correlated to the parents' early experience and concept of parenting. Suggested approaches for counseling the parents are indirectly prescribed.
The process of attachment occurs before, during and after birth. Specific situations that contribute to healthy attachment are described. The third section, Problems in Attachment, looks at hospital procedures that enhance and encumber the attachment process. The works presented here are important to understanding the possible effects of a handicapped baby on the family constellation. Although the information does not specifically address problems in handicapped infant bonding, it does hint at possible strategies for identifying and becoming alert to dysfunctional attachment between the mother and her baby.

Suggestions for Use: Use the information for background. Once this work has been reviewed read the Bromwich book entitled Working with Parents and Infants: An Interactional Approach. The information is also helpful in supporting the trainers' position that trainees must be alert to dysfunctional bonding between the parents and the handicapped infant.

The list of life history events that bring on attachment problems is listed on p.11. It might be helpful to discuss these situations in view of the families of handicapped children.

The Brazelton study on page 51 is extremely helpful in setting goals for developing attention behaviors in infants. These may be applied to the handicapped infant.

Title: SELF-ESTEEM: A FAMILY AFFAIR

Author: Jean Illsley Clarke

Publisher: Winston Press

Can be ordered from:

Early Childhouse Bookhouse
822 NW 23rd
Portland, Oregon 97210

Topic: Self Concept

Audience: Parents of children from birth upward

Date: 1978

Cost: $8.95 (1982)

Format: Paper back book

Based on Transactional Analysis, this easy-to-read book focuses on building self-esteem in the home. Worksheets are included for parents of children from birth upward.

Suggestions for use:

1. Explain and discuss how "mirrors" create self-images (child views him/herself as reflected by others), using examples related to young children. (See Your Child's Self Esteem)

2. Demonstrate put downs which hurt using ILAC sign, (Piece of paper with I Am Lovable and Capable written on it; tear off piece as you describe an imaginary day in the life of a child - See p. 80 in Help Your Child for Life). Focus on changing negative statements to positive ones.

3. For specific home activities see Help Your Child for Life, Your Child's Self-Esteem, and Self-Esteem: A Family Affair.

Title: Social Responsiveness of Infants

Author: Evelyn B. Thoman, Ph.D. and Sharland Trotter, editors.

Publishers: Johnson & Johnson Pediatric Round Table Series

Topic: Normal emergent social patterns in infants

Audience: Language therapists, parent counselors, parents with a high interest in social dynamics

Format: Paper Back

Date: 1978

Cost: $5.00 (approx.)

Purpose: To present studies that describe the current state of research in social development and patterns in infants.

Description: The information presented in the book is based on the notion that there must be a reason for the human infant requiring a long period of dependency. Possibly the need to learn and master a complex social and language system explains the basis for such a long dependency period. Each chapter looks at the different aspects of developing social functions. Many of these chapters explore the relationship between the social system that the infant is learning and cognitive and language development. Three chapters are particularly interesting and pertinent to training.

1. "The Infants Discovery of Objects and Mothers" - T.G.R. Bower. Bower puts forth a theory slightly different from the developmental point of view. He feels that development does not progress in an even sequential, building block fashion. Instead human development progresses from the abstract to the specific. If a baby over learns a specific concept then the child may have difficulty learning the general rule which governs the related behaviors. This would result in difficulties in developing transference strategies for cognitive and social problem. He also feels that this notion has definite implications for working with children who are delayed.

2. "The Infant's Fundamental Adaptive Response System in Social Interaction"- Hanus Papousek, M.D. This chapter emphasizes the importance of the parental behavior that influences strongly cognitive development. That is, the tendency of parents to imitate the faby's facial expression, vocalizations, and movements. It is a kind of "biological mirroring" and this activity seems to stimulate the intrasensory system in the infant. This also seems to be one of the first steps toward self awareness.

3. "Maternal Deprivation: Biological and Evolutionary Perspectives" - William Mason. The writer's main concern is not how inadequate mothering effects the infant, but rather, how do abnormal circumstances effect the infant. Mason postulates that the mother makes demands on the baby, requires the baby to anticipate routines, explore the environment. Without a mother figure that requires these behavior the infant does not seem to develop them.

Suggestions for Use: The information in this text can be adapted beautifully to exploration experiences for trainees.

1. Have mother -baby pairs together. Ask the mother to demonstrate how they get their babies to smile, visually track, play a game. Have trainees observe for the mothers imitation of the baby, watch for imitative vocalizations,

and observe for reciprocal movements between the mother and her baby. Talk about the trainees' rapport with the infant and ways in which the infant can be challenged into new game and explorations attempts.

2. Discuss the implications for working with families who have a high risk infant or a handicapped baby. Consider the possibilities of dysfunctional parenting because the baby is not imitating or the parents fail to pick up behaviors that can be mirrored back to baby.

Title: The Communication Game
Perspectives on the Development of Speech, Language and Non-Verbal Communication Skills

Topic: Language Development

Audience: Professionals, parents

Author: Abigail Peterson, Editor

Format: Paper Back

Publisher: Johnson & Johnson

Date: 1980

Cost: $5.00 (approx.)

Purpose: To acquaint teacher parents and professionals in other fields with the importance of language development and some of the considerations in deciding whether a child should be referred for intervention.

Description: A paraphrase from the introduction of the text aptly describes the work.

"A number of aspects of communication are considered in this book. The first section deals with social interaction and its beginnings very early in life. In this section, the early face-to-face interaction of mothers and babies is considered as setting the stage for both verbal and non-verbal communication skills. Non-verbal skills include the body language aspects of gaze, position, and distance from a partner, as well as the messages conveyed by facial expression, tone of voice, loudness of speech, and the use of lively intonation patterns versus monotonous ones.

The second section deals with the development of the mechanisms of speech, that is, the development of mouth parts and the sound source in the larynx, as well as the development of the motor control system by which movements of these parts are coordinated and controlled in speaking. It also deals with the development of listening skills, and of the ability to hear differences between speech sounds such as "ba" and "pa", and to recognize sounds such as "ah" each time they are spoken.

Finally, in the third section, language is considered in relation to thought. One of the participants says that language is the best predictor of intelligence in children. Indeed it is probable that in most normal children there is a general relationship between language and thought. Thus, a child who is retarded mentally would be expected to learn language more slowly than a normal child, while a highly intelligent child would be expected to use language more effectively than the average child. This is not a hard and fast, one-to-one relationship, however. Language and thought may develop somewhat independently, even in the normal child. Some children who are average or above average in intelligence may be slow to speak, and others who are very talkative or highly imitative in language learning may not be as bright as they seem."

Suggestions for Use: A good basic background text on language. Useful for staff reading. Pre-select chapters according to relevancy to the teacher's classroom setting.

Title: Working with Parents and Infants: An Interactional Approach

Author: Rose Bromwich

Publisher: University Park Press
233 East Redwood Street
Baltimore, Maryland 21202

Topic: Parenting skills, counseling parents of infants

Audience: Parent counselor, teachers, professional background not essential but high interest is necessary.

Format: Paper back

Date: 1981

Cost: $10.00 (approx.)

Purpose: To describe and recommend practices that aid in parent counseling and mother-infant intervention.

Description: The Parent Behavior Progression is the focus of this volume. The intervention program was designed to evaluate the parents' level of interactional understanding with her infant. Six levels of interaction are described: Level I: The parent enjoys her infant, Level II: The parent is a sensitive observer of her infant, reads his behavioral cues accurately, and is responsive to them, Level III: The parent engages in a quality of interaction with her infant that is mutually satisfying and that provides opportunity for the development of attachment, Level IV: The parent demonstrates an awareness of materials, activities, and experiences suitable for her infant's current stage of development, Level V: The parent initiates new play activities and experiences based on principles that she has internalized from her own experience, or on the same principles as activities suggested to or modeled for her, Level VI: The parent independently generates a wide range of developmentally appropriate activities and experiences interesting to the infant, in familiar and in new situations, and at new levels of the infant's development. Complimentary to these levels of parent-infant interaction were eight modes of intervention. These modes were used by the counselors to structure the intervention sessions with the parent(s). The modes are: Listen emphatically, observe, comment positively, discuss, ask, model, experiment, encourage. Each of these modes is described in detail. The book elaborates upon intervention modes and the Parent Behavior Progression through case studies.

Suggestions for Use: The ideas in this book are very practical for simulation exercises in which the trainees read the case studies, discuss possible interventions and then apply the intervention modes described and predict the level of functioning of the parent in the case study. The trainer will have to edit the case studies to eliminate conclusions of intervention until after the trainees have had a chance to analyze for themselves possible courses for counseling with the family. The training could continue by developing strategies for working with families in the program.

DIFFERENCES IN LANGUAGE AND COGNITIVE DEVELOPMENT

Activity Guides

This section is a listing and description of guides that offer activity suggestions for working with young children with language or learning problems. These guides are also helpful in developing demonstration activities for training.

Title: ACTIVITIES THROUGH THE YEAR, FOR YOUNG CHILDREN WITH MODERATE MENTAL RETARDATION

Topic: Mental Retardation

Cost: $3.50

Author: Mildred Packman

Publisher: Mrs. Mildred Packman
923 Eleventh St.
Lake Charles, LA. 70601

This curriculum guide is developed on a simple, easy-to-follow format. It supplies teachers with a quick reference for activities in typically scheduled areas: Outdoor, nature, arts and crafts, music and rhythms, drama, stories and fingerplays, and special experiences. The activities were designed for young, moderately mentally retarded children. While it is useful for this population it is also a valuable activity guide for two-year-olds. Packman organizes her activities by topic, i.e. Circus and Animals, Halloween and Fall, Thanksgiving, Christmas, Winter and Transportation, etc. Her format and content organization give this curriculum a quick and easy planning tool.

Title: A STEP-BY-STEP LEARNING GUIDE FOR RETARDED INFANTS AND CHILDREN

Topic: Mental Retardation

Cost: $9.95 Paperback
$14.95 Hardback

Author: Vicki M. Johnson and Robert A. Werner

Publisher: Syracuse University Press
1011 E. Water St.
Syracuse, New York 13210

This book is intended for use by both parents and classroom teachers of retarded children. The authors' aim is "to help teach the child as much as possible about how to do things for himself, to take care of his own needs, and to realize his maximum developmental potential." They have attempted to break down complex tasks into the various simple skills required and activities are described which facilitate the learning of these skills.

Title: EXPERIENCES: OUR WORLD, OUR WORDS

Topic: Language Learning Problems

Author: Language Development Programs

Cost: $14.70

Publisher: Language Development Programs
Bill Wilkerson's Hearing & Speech Center
1114 19th Avenue South
Nashville, Tennessee 37212

A set of three resource booklets designed to encourage parents and other adults to help the young child associate environmental experience with language and to attach words to experiences.

Each booklet includes suggested activities centered around types of play or work which adults and children frequently share. The activities are ordered by difficulty and by sequence if there is a built-in sequence. The activities are well written, illustrated and involve little preparation. This would be an excellent resource for helping professional or paraprofessional teachers in planning language activities for young children of varying levels of ability.

Title: HELPING YOUNG CHILDREN DEVELOP LANGUAGE SKILLS: A BOOK OF ACTIVITIES

Topic: Language Learning Problems

Cost: $5.15

Author: Merle B. Karnes

Publisher: The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

This book presents strong language games and activities which support the emergence of complex language skills. The activities are sorted among several components of communicating. These are: Auditory decoding, visual decoding, vocal encoding, motor encoding, standard syntactical constructions and auditory closure, etc. While these categories may seem cryptic, their purpose and development in the classroom are clearly defined and easily adapted to classroom use.

Title: LANGUAGE MOTIVATING EXPERIENCES FOR YOUNG CHILDREN

Topic: Language Learning Problems

Author: Rose C. Engel

Cost: $16.45 (Inc. tax & postage)

Publisher: Dr. Rose Engel
5128 Stansbury
Sherman Oaks, CA 91423

This book provides a variety of experiences that are useful in creating toddler and preschool experiences. Topic areas such as art, cooking, daily procedures, dramatic play, music, science, stories, sensory experiences are developed into many activities that should capture childrens' interests and encourage language practices. Each experience is titled and described as "Things to Do" and "Things to Talk About". A list of needed materials is also included. Variations of each activity are included. The introduction provides a brief overview of language acquisitions and some thoughts on the teachers' role in the development of language in the young child.

Title: SMART TOYS

Topic: Infant play

Author: Burtt, Kent Garland, and Karen Kalkstein

Date: 1981

Cost: $8.95 (1982)

Publisher: Harper Colophon Books
San Francisco, CA.

Purpose: To provide complete instructions for constructing toys developmentally appropriate for infants from 0 - 2 yrs.

In a recipe format the authors have provided readers with clearly written procedures for constructing toys for babies. The instructions are illustrated and categorized by age. At the beginning of each age group there is discussion on the interests and needs and ability of the baby at that age interval. The comments are insightful and aid the reader in using the constructed toy appropriately with the infant.

Title: TALK TO ME: HOW TO HELP YOUR BABY
TALK TO ME: HOW YOUR BABY GROWS

Topic: Hearing Impaired

Audience: Teacher and parents

Authors: Jerome G. Alpiner, Carol F. Amon, Joy C. Gibson and Patti Sheehy

Format: Paper back

Publisher: Williams and Wilkins Co.
P.O.Box 1496
Baltimore, MD 21203

Cost: $16.50

Written for parents of hearing-impaired children under the age of three years, these companion books were developed at the University of Colorado Medical Center in Denver. Both manuals are written in non-technical terms, double-spaced copy, with line-drawing illustrations throughout. How Your Baby Grows provides general information on child growth and development in the areas of Motor Ability, Visual Ability, Social Behavior, and Speech, Hearing, and Language. Also, included are progress reports to be completed at three month intervals. The companion book, How to Help Your Baby, focuses on everyday activities to stimulate speech and language development within the home. Although designed for parents of the hearing-impaired child, these developmentally based books could also be used by parents and teachers of all young children.

DIFFERENCES IN LANGUAGE AND COGNITIVE DEVELOPMENT

Annotated Bibliographies

Once an initial professional library is established, continue building in the areas of greatest need or interest. This section provides suggestions for library expansion in the area of language or cognitive delay.

Title: ASSESSING LANGUAGE SKILLS IN INFANCY

Topic: Informal Assessment

Author: Kenneth R. Bzoch and Richard League

Audience: Professionals

Publisher: University Park Press
Chamber of Commerce Building
Baltimore, Maryland 21202

Format: Soft Cover Manual

Date: 1977

Cost: $9.75

The workbook offers an informal assessment tool for evaluating language development in infants age 0-3. The introductory remarks are valuable in their overview of language development in the young child. The information included in the introduction is a theoretical approach to language learning from a psycholinguistic viewpoint. While the topic may seem high level and difficult, the authors have written in a simple and concise manner. The assessment of language skills relies on observations of a caregiving adult to the infant. Once the observations are complete a chart is included to score the test and identify the child's functional language level for expressive and receptive language.

Title: A STEP-BY-STEP LEARNING GUIDE FOR RETARDED INFANTS AND CHILDREN

Topic: Retardation

Author: Vicki M. Johnson and Robert A. Werner

Date: 1975

Publisher: Syracuse University Press
1011 East Water Street
Syracuse, NY 13210

Cost: $5.95-paperback (1975)
$14.95-hardback (1975)

Intended for use by both parents and classroom teachers of retarded children, the focus is on teaching independence. Complex tasks are broken down into various simple skills required and activities are described.

Title: AUTISTIC CHILDREN: A GUIDE FOR PARENTS AND PROFESSIONALS

Topic: Emotional Problems

Author: Lorna Wing, M.D.

Date: 1972

Publisher: Bruner Mazel, Inc.
64 University Place
New York, NY 10003

Cost: $6.95 (1975)

This text provides a comprehensive discussion of autism including definitions and historical background, theoretical positions, associated problems and behaviors associated with various ages. Specific suggestions are included on what teachers can do and what parents can do as well as information on possible problems of parents and brothers and sisters.

Title: BIRTH TO THREE: DEVELOPMENTAL LEARNING AND THE HANDICAPPED CHILD

Author: Tina Bangs

Publisher: Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116

Topic: Language acquisition and intervention

Audience: Professional, interventionist

Format: Paper Back

Date: 1979

Cost: $8.95 (approx.)

Solid background on language acquisition is included as a prelude to the effects different handicapping conditions have on language. A program guide is developed for home teaching in the second part of the book.

Title: CAN'T READ, CAN'T WRITE, CAN'T TALK TOO GOOD EITHER: HOW TO RECOGNIZE AND OVERCOME DYSLEXIA IN YOUR CHILD

Author: Louise Clark

Publisher: Penguin Books, Inc.
625 Madison Avenue
New York, NY 10022

Topic: Biographies

Date: 1973

Cost: $2.95 (1974)

A mother's story of her son's disability. Appendix supplies sources of information and materials on dyslexia.

Title: CHILDREN'S FEARS

Author: Dr. Benjamin B. Wodman

Publisher: The New American Library, Inc.
1301 Avenue of the Americas
New York, NY 10019

Topic: Emotional Problems

Date: 1979

Cost: $2.25 (1980)

A child psychologist describes how parents can help children by understanding their fears, causes, and how to alleviate them.

Title: COOKING ACTIVITIES FOR THE RETARDED CHILD

Author: Ellen House Kahan

Topic: Activities

Date: 1979

Publisher: Abingdon Press
201 Eighth Avenue, South
Nashville, TN 37202

Cost: $2.95 (1980)

Symbols and arrows rather than written directions used in recipes for breads, salads, main dishes and desserts which children can make. Suggestions for cleaning up and safety.

Title: DEVELOPMENTAL HANDICAPS IN BABIES AND YOUNG CHILDREN: A GUIDE FOR PARENTS

Topic: Handicapped - general

Audience: Professional - Parents

Author: Diane L. Brown

Format: Hard Cover

Publisher: Charles Thomas Publishing Co.
301-327 E. Lawrence Avenue
Springfield, Ill. 62717

Date: 1977

Cost: $5.75

This book describes disabilities that occur in young children. It describes prenatal, natal, and post-natal complications which contribute to handicapping conditions. There is a glossary which defines common words used in special education. Included also is a listing of resources that provide aid to exceptional children. The book does not provide a description of educational needs for specific handicaps.

Title: DIBS IN SEARCH OF SELF

Topic: Biographies

Author: Virginia M. Axline

Date: 1976

Publisher: Ballantine Books, Random House
201 East 50th Street
New York, NY 10022

Cost: $1.75 (1977)

Material is written in the form of a novel but uses actual transcripts of the treatment sessions of a withdrawn child.

Title: DOWN'S SYNDROME: GROWING AND LEARNING

Topic: Retardation

Author: Siegfried M. Pueschel, M.D. (Ed.)

Date: 1978

Publisher: Sheed Andrews and McMeel, Inc.
Subsidiary of University Press Syndicate
6700 Squibb Road
Mission, KS 66202

Cost: $4.95 (1978)

A series of readings of the child with Down's syndrome, covering the topics of: characteristics, developmental expectations, early stimulation, feeding, school, adolescence, and vocational training.

Title: EVERY CHILD'S BIRTHRIGHT: IN DEFENSE OF MOTHERING

Topic: Infants and Toddlers
0-3 Normal Development

Author: Selma Fraiberg

Audience: Language therapist
Teachers

Publisher: Basic Books, Inc.
10 East 53rd Street
New York, New York 10022

Format: Hard-cover book

Date: 1977

Cost: $8.95

Fraiberg presents research from a statistical and observational point of view which describes the state of day care in this country. Her work is an urgent plea to the public in support of consistent, well financed day care so that young children and caregivers can bond and form attachments. Without a support system for attachment between child and caregiver, Fraiberg feels that an emotionally fragile personality emerges in the young child. Rather than nurturing strong, self-confident, open and loving children, our day care programs result in suspicious, insecure, and frightened children. She feels that support systems for mothers who choose to stay home as well as support for day care that keeps a low child-adult ratio should be developed.

Title: HANDBOOK OF PRESCHOOL SPECIAL EDUCATION

Topic: Curriculum

Date: 1980

Author: Allen A. Mori and Jane Olive

Cost: $39.95 (1982)

Publisher:

This book is a curriculum guide written in textbook format. The first chapter covers historical background and rationale for early intervention. The second chapter deals with assessing child performance and leads into the remainder of this book on planning programs and instruction for children. Well-written, solid information but the format and binding (as a textbook) make it a little awkward to handle. Suggest adding tabs to various sections would help.

Title: HELPING CHILDREN WITH LEARNING DISABILITIES

Topic: Learning Disabilities

Author: Ruth Dinkins Rowan

Date: 1977

Publisher: Abingdon Press
201 Eighth Avenue, South
Nashville, TN 37202

Cost: $5.95 (1977)

Written for parents and caregivers, this book provides an understanding of the special needs of the learning disabled.

Title: HELP THEM GROW! A PICTORAL HANDBOOK FOR PARENTS OF HANDICAPPED CHILDREN

Topic: Handicaps - General

Date: 1971

Author: Blumenfel, et al

Cost: $2.75 (1975)

Publisher: Abingdon Press
201 Eighth Avenue, South
Nashville, TN 37202

Provides parents of very young mentally handicapped children basic home teaching skills.

Title: HELP YOUR CHILD FOR LIFE

Topic: Self-Concept

Author: Maureen Miller

Date: 1978

Publisher: Argus Communications
One DLM Park
Box 4000
Allen, Texas 75002

Cost: $2.95 (1980)

Written for parents, this book is very easy to follow and understand. Many examples are included to illustrate various points and there are several pages for parents to fill in information about their own child. The basic information and most of the ideas are also applicable to teachers.

Title: HELP YOUR CHILDREN BE SELF CONFIDENT

Topic: Self-Concept

Authors: Curtis Booream, John Flowers, & Bernard Schwartz

Date: 1978

Cost: $8.95 (1980)

Publisher: Prentice-Hall, Inc.
Englewood Cliffs, New Jersey

Very good "how-to" book on teaching parents to help children become self-confident and assertive in a positive manner. Includes lesson plans for preschool and elementary classrooms.

Title: HOME IS A LEARNING PLACE: A PARENT'S GUIDE TO LEARNING DISABILITIES

Topic: Learning Disabilities

Author: Helen Ginandes Weiss and Martin S. Weiss

Date: 1976

Publisher: Little, Brown and Co.
34 Bearon Street
Boston, MA 02114

Cost: $5.95 (1976)

A handbook to help parents determine if their child has a problem in learning, introduce basic treatments for learning disabilities, and home activities.

Title: HOW TO RAISE CHILDREN'S SELF-ESTEEM

Topic: Self-Concept

Author: Harris Clemes & Reynold Bean

Date: 1980

Publisher: Enrich/Ohaus
760 Kifer Road
Sunnyvale, California 94086

Cost: $3.95 (1982)

Written in non-technical language, this handbook provides information about the development of self-esteem and suggestions for parents in helping their child. Although the examples are home related, the information and ideas are applicable to preschool classrooms.

Title: LANGUAGE DISORDERS OF CHILDREN: THE BASES AND DIAGNOSES

Topic: Language acquisition, intervention

Author: Mildred Freburg Berry

Audience: Professional, Curriculum developer

Publisher: Appleton-Century-Crofts
Educational Div.
Meredith Corporation
New York

Format: Hard-cover book

Date: 1969

Cost: $18.50

An absolute must for the expanding professional library. This work is a classic in language disorders of young children. The work explains the functionings of the neural system, the psychology of language learning, observations on how a child develops language, and evaluations of children with language disorders. Both tests and longitudinal studies are used to describe the types of language disorders that can occur.

Title: LANGUAGE LEARNING AND COMMUNICATION DISORDERS

Author: Gertrud L. Wyatt

Publisher: The Free Press
New York

Topic: Language disorders

Audience: Professional, trainer

Format: Hard-cover book

Date: 1969

Cost: $22.00 (approx.)

A compilation of longitudinal studies depicting interactive qualities of communication. Emphasis is on the very young child although the preschooler is also included. A trainer might try pulling some of the interaction vignettes for analysis by the trainees, see pages 6-13. A chapter on treatment programs is included. There is a strong section on articulation and stuttering disorders which reflects the forms of speech pathology of that day.

Title: LANGUAGE REMEDIATION AND EXPANSION: WORKSHOPS FOR PARENTS AND TEACHERS

Author: Catharine S. Bush

Publisher: Communication Skill Builders, Inc.
3130 N. Dodge Blvd.
P.O.Box 42050
Tucson, Arizona 85733

Topic: Language Activities in the Home

Audience: Trainer of parents

Format: Paper Back

Date: 1981

Cost: $15.00 (approx.)

Influenced by the language experience approach to learning, this book presents useful and easy ideas for trainers to use with parents of preschoolers. It is ideal for parent workshops in day care or preschool settings that are mainstreamed. For ECH workshops the suggested activities may have to be structured to accommodate certain handicapping conditions.

Title: LEARNING DISABILITIES: A FAMILY AFFAIR

Author: Betty B. Osman

Publisher: Random House
201 East 50th Street
New York, NY 10022

Topic: Learning Disabilities

Date: 1979

Cost: $8.95 (1979)

Practical information about evaluations and remediation of learning disabilities. Describes some early warning signs that may be recognized at home and specific information on developing social skills and establishing realistic goals and expectations for the future.

Title: LEARNING DISABILITIES DUE TO MINIMAL BRAIN DYSFUNCTION

Topic: Learning Disabilities

Publication # (NIH) 77-154

Date: 1976

Publisher: U.S. Department of Health, Education and Welfare
Public Health Service
National Institute of Health
Bethesda, MD 20014

Cost: Free

Defines learning disabilities, causes and prevention, offers advice to parents on seeking diagnosis and treatment.

Title: LEARNING LANGUAGE AT HOME LEVEL I

Topic: Activities

Author: Merle B. Karnes

Date: 1977

Publisher: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Cost: $45.00 (1977)

This box of color-coded cards includes four groups of lessons that focus on four skill areas: "Learning to Do" builds motor skills through manual expression; "Learning to Listen" builds auditory skills; "Learning to Look" builds visual skills; "Learning to Tell" builds verbal expression. Also designed for young gifted children or older children with learning difficulties.

Title: LEARNING LANGUAGE AT HOME LEVEL II

Topic: Activities

Author: Merle B. Karnes

Date: 1978

Publisher: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Cost: $45.00 (1978)

This box of color-coded cards is organized around four skill areas: Manual Skills - communicating through the body; Auditory Skills - understanding what is heard; Visual Skills - perceiving what is seen; Verbal Skills - putting ideas into words. Level II is geared to the learning needs of both normal and slightly older handicapped children in the elementary age range.

Title: LEARNING THROUGH PLAY

Topic: Play and Cognition

Author: Paul Chance, Ph.D.

Audience: Teacher and Parents

Publisher: Johnson & Johnson
Pediatric Round Table Series
Gardner Press, Inc.
19 Union Square West
New York 10003

Format: Paper Back

Date: 1979

Cost: $5.00 (approx.)

Two chapters are particularly important in describing the influence of play on development: "What Good is Play?" and "What Will Make it Better?" Both provide interesting background information for observing play behaviors in infants and designing techniques for improving play in babies.

Title: LEARNING TO TALK

Topic: Language development

Author: Department of Health, Education and Welfare

Audience: Parents, trainees who have no experience in early childhood

Publisher: Office of Scientific and Health Reports
National Institute of Neurological and Communicative Disorders and Stroke
National Instututes of Health
Bldg. 31, Rm. 8A-06
Bethesda, Maryland 20014

Format: Paper Back

Date: 1977

Cost: Under $1.00

Before examining language disorders it is helpful to understand what constitutes normal language development. In a simple clear format this pamphlet explains the basics of language development. It also introduces the possible language disorders including those that result from hearing loss.

Title: LOVEY: A VERY SPECIAL CHILD

Topic: Biographies

Author: Mary B. Mac Cracken

Date: 1976

Publisher: J. B. Lippencott Co.
East Washington Square
Philadelphia, PA 19105

Cost: $7.95 (1977)

An account of the author's personal experiences in caring for her emotionally disturbed child.

Title: MOOSE, A VERY SPECIAL PERSON

Topic: Biographies

Author: Chester Oden and Scot MacDonald

Date: 1978

Publisher: Winston Press
430 Oak Grove
Minneapolis, Minn. 55403

Cost: $5.95 (1980)

The father's story of his Down's syndrome child told with specific examples and dialog.

Title: NATURAL LANGUAGE: A CLINICIAN-GUIDED PROGRAM FOR PARENTS OF LANGUAGE - DELAYED CHILDREN

Topic: Speech and Language Problems

Date: 1974

Publisher: Communication Skill Builders
P.O. Box 6081
Tucson, AZ 85733

Cost: $4.95 (1974)

"For parents of children having greater than usual language difficulty."

Title: NEUROPSYCHOLOGICAL FUNDAMENTALS IN LEARNING DISABILITIES

Topic: Language/learning disabilities

Author: Julio B. de Quiros, and Orlando L. Schrager

Audience: Professional- background in language or physical therapy helpful

Publisher: Academic Therapy Publications
P.O. Box 899, 1539 Fourth St.
San Rafael, California 94901

Format: Hard-cover book

Date: 1978

Cost: $18.50

The authors redefine issues in describing learning problems. They also develop an interesting and valuable interpretation of how children learn and acquire language. A neurological approach is presented.

Title: NUTRITION CASEBOOK ON DEVELOPMENTAL DISABILITIES

Topic: Nutrition and its effects on normal development

Author: Ninfa Saturnino Springer

Audience: Counselors, teachers parents

Publisher: Syracuse University Press
Syracuse, New York 13210

Format: Paper Back

Date: 1982

Cost: $8.00 (approx.)

A case study presentation of nutrition treatment for children with language learning problems and mental retardation. Food allergies, feeding problems, and obesity disorders are included. There is an interesting chapter on drug-nutrient interaction.

Title: ONTARIO ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES

Topic: Learning Disabilities

Publisher: Ontario Association for Children with Learning Disabilities
60 St. Clair Ave. E., Suite 202
Toronto, Ontario M4T 1N5

Date: Unknown

Cost: See Below

Write for free list of available literature. Pamphlets and booklets range in price from $.25 to $5.00.

Title: OVERCOMING SPEECH PROBLEMS

Topic: Speech and Language Problems

Publisher: Natl. Assn. for Hearing and Speech Action
814 Thayer Avenue
Silver Springs, MD 20910

Date: Unknown

Cost: $.25

Defines the types of speech disorders, explains prevention and treatment, and provides a glossary of terms.

Title: PARENT-INFANT INTERVENTION: COMMUNICATION DISORDERS

Topic: Parent influence on infant language

Author: Audrey Simmons-Martin and Donald R. Calvert, Editors

Audience: Language therapist, parent councelor

Publisher: Grune & Stratton, Inc.
111 Fifth Avenue
New York, New York 10003

Format: Hard-cover book

Date: 1979

Cost: $15.00 (approx.)

This volume summarizes proceedings from the International Conference on Parents and Young Children. Ira Gordon, Burton White, Van Uden, Bernard Friedlander, and Phyllis Levenstein are a few of the contributors. The focus of the book is on language training within the family constellation.

Title: PRIMER FOR PARENTS OF A MENTALLY RETARDED CHILD

Topic: Retardation

Author: Elizabeth M. Stabler

Date: 1971

Publisher: National Association for Retarded Citizens
P.O. Box 6109
Arlington, TX 76011

Cost: $.25 (1971)

Answers common questions about mental retardation.

Title: RAISING A HYPERACTIVE CHILD

Topic: Learning Disabilities

Author: Mark A. Stewart, M.D. and
Sally Wendkos Olds

Date: 1973

Publisher: Harper & Row
10 East 53rd Street
New York, NY 10022

Cost: $10.95 (1973)

Description of the problems a hyperactive child has and practical ways to deal with them.

Title: SELF-ESTEEM: A FAMILY AFFAIR

Topic: Self-Concept

Author: Jean Illsley Clarke

Date: 1978

Publisher: Winston Press

Cost: $8.95 (1982)

Can Be ordered from: Early Childhouse Bookhouse
822 NW 23rd
Portland, Oregon 97210

Based on Transactional Analysis, this easy-to-read book focuses on building self-esteem in the home. Worksheets are included for parents of children from birth upwards. Ideas and activities can be adapted for classroom.

Title: SOCIAL INTERCHANGE IN INFANCY

Topic: Language development and its social basis

Author: Edward Z. Tronick, ED.

Audience: Professional

Publisher: University Park Press
300 North Charles St.
Baltimore, Maryland 21201

Format: Hard-cover book

Date: 1982

Cost: $29.95

Selected research and theoretical reports that demonstrate the close relationship of language and social interaction in the early months of infant development are presented in this volume. The chapters written by Brazelton and Bruner are particularly interesting in conceptualizing the mother-infant interaction patterns that seem to be crucial in developing functional language skills in the very youngest children.

Title: TEACH ME TO TALK

Author: Gordon Czuchna and the Staff of Developmental Language and Speech Center, Grand Rapids, MI

Publisher: CEBCO/Standard Publishing Co.
9 Kulick Road
Fairfield, NJ 07006

Topic: Language Learning Problems

Audience: Teachers and Parents

Format: Pamphlet

Date: 1978

Cost: $.25

The 24-page booklet, Teach Me To Talk, is for parents who want to understand speech development in their infant children. Each full-page cartoon is captioned by a paragraph which progressively follows the child's attempts at speech (basically imitation of the parents) from birth to two years. The text explains, as if the child were speaking as an adult, what he or she was attempting to say during that growth period. The overall approach uses a simple, humorous phraseology. The last few pages of the booklet offer a fill-in-the-blank outline for maintaining a brief record of the child's early physical, mental, and social development as well as a medical history.

The reading difficulty level is moderate. Full-page, black and white cartoons illustrate each page. This booklet is part of the multimedia kit, Teach Your Child to Talk.

Title: TEACHING THE LINGUISTICALLY HANDICAPPED CHILDREN

Author: Mildred Freburg Berry

Publisher: Prentice-Hall, Inc.,
Englewood Cliffs, New Jersey 07632

Topic: Language disorder and intervention strategies

Audience: Professional, Language therapist - requires technical reading abilities

Format: Hard-cover book

Date: 1980

Cost: $25.00 (approx.)

The book provides an excellent orientation to intervention possibilities with young children. The first part explains the neurological basis of language and describes the interactive systems that are the "feeders" to language development. This information is extremely helpful in understanding the language intervention strategies. The book also presents detailed information of language development. It is helpful in terming the language age of a child. Therapeutic possibilities are suggested. Material focuses on -08 year olds.

Title: TEACHING YOUR DOWN'S SYNDROME INFANT: A GUIDE FOR PARENTS

Topic: Retardation

Author: Marci J. Hanson

Date: 1977

Publisher: University Park Press
233 East Redwood Street
Baltimore, MD 21202

Cost: $12.95 (1977)

Clearly written guide for a developmentally graduated program of tasks and activities. The book explains procedures for setting goals based on normal developmental milestones, carrying out increasingly difficult activities, and evaluating the process.

Title: THE CHILD WITH DOWN'S SYNDROME

Topic: Mental Retardation

Author: Smith & Wilson

Audience: Professional - Parents

Publisher: Customer Service
W.B. Saunders Co.
West Washington Square
Philadelphia, Pa. 19105

Format: Soft Cover

Date: Unknown

Cost: $6.50

When a retarded baby is born the parents are often shocked, disappointed, and angry. Parents of children with Down's Syndrome will appreciate this sensitive and complete account of other parents who have experienced these problems. This book also discusses the genetic causes of Down's Syndrome as well as a description of their physical, mental and social characteristics. There is a photo album of children with Down's Syndrome which illustrates the growth from infancy to adulthood.

Title: THE FIRST YEAR OF LIFE: A PSYCHO-ANALYTIC STUDY OF NORMAL AND DEVIANT DEVELOPMENT OF OBJECT RELATIONS

Topic: The development of self-awareness

Author: Rene A. Spitz

Audience: Professional

Format: Hard-cover book

Publisher: International Universities Press, Inc.
New York, N.Y.

Date: 1965

Cost: $18.00 (approx.)

This book is one of the early works in personality development in the young child. It is a classic and often referred to in later works on infant ego and social development.

Title: THE HYPERACTIVE CHILD

Topic: Learning Disabilities

Author: Paul H. Wender

Date: 1973

Publisher: Crown Publishing, Inc.
419 Park Avenue South
New York, NY 10016

Cost: $4.95 (1973)

A handbook for parents on the causes and treatment of hyperactivity. Includes a discussion of the major drugs used in treatment.

Title: THE PSYCHOLOGICAL BIRTH OF THE HUMAN INFANT

Topic: Development of Self-Esteem

Author: Margaret Mahler, Fred Pine, Anni Bergman

Audience: Professional, or person with high interest in information - parent counselor

Publisher: Basic Books, Inc.
New York

Format: Hard-cover book

Date: 1975

Cost: $15.00

Research is presented to support the psychological development of the infant and possible psychological dysfunctions. These include Autism, symbiotic infant psychosis, and abnormal separation anxiety. Mahler, et.al. investigate the mother-infant pair and identify specific stages that the pair must face in order to accommodate the development of individuation in the baby. Rather than the attachment theory of John Bowlby, Mahler and her colleagues draw from Fruedian psychology, but go far beyond it in presenting their own research and hypothesis for bonding dynamics. Suggestions for intervention when mother-infant pairs are dysfunctional are included.

Title: THE SPECIAL CHILD: A PARENTS' GUIDE TO MENTAL DISABILITIES

Topic: Learning Disabilities

Author: Robin White

Date: 1978

Publisher: Little, Brown, and Co.
34 Beacon Street
Boston, MA 02114

Cost: $8.95 (1978)

Written by the father of an epileptic boy, this book touches on the important issues brain-handicapped children and their parents must confront from infancy and detection of his problem through adulthood.

Title: THEY TOO CAN SUCCEED: A PRACTICAL GUIDE FOR PARENTS OF LEARNING DISABLED CHILDREN

Topic: Biographies

Date: 1970

Author: Doreen Kronick

Cost: $3.75 (1972)

Publisher: Academic Therapy Publications
P.O. Box 899
San Rafael, CA 94901

Written by parents of LD children, the book provides parents with direction in planning for their child and in solving mundane daily problems.

Title: TOILET TRAINING: HELP FOR THE DELAYED LEARNER

Topic: Retardation

Author: Ohio State University Research Foundation

Date: 1978

Publisher: McGraw-Hill Company
Webster Division
1221 Avenue of the Americas
New York, NY

Cost: $6.00 (1980)

Well-illustrated with photographs, this book was written specifically for parents of young children. Includes illustrations of adaptive aids and forms for recording.

Title: TOILET TRAINING THE RETARDED

Topic: Retardation

Author: Richard Foxx and Nathan Azrin

Date: 1979

Publisher: Research Press
2612 North Mattis Avenue
Champaign, IL 61820

Cost: $7.95 (1979)

Written for residential workers, this information on how to toilet train covers all age levels. Some of the information is applicable to parents of preschoolers.

Title: WHY CAN'T I LEARN? PRACTICAL SOLUTIONS TO CHILDREN'S LEARNING PROBLEMS

Topic: Learning Disabilities

Author: Robert D. Carpenter, M.D.

Date: 1974

Publisher: RDC Publishers
P.O. Box 1322
Whittier, CA 90609

Cost: $3.50 (1974)

For anyone concerned about children with learning problems. The book "presents a total view of the causes, diagnosis, and treatment of learning disabilities among children."

Title: YOUR CHILD'S SELF ESTEEM

Author: Dorothy Corkille Briggs

Publisher: Dolphin Books
Doubleday & Co., Inc.
Garden City, New York

(This may be sold in your local book store)

Topic: Self Concept

Audience: Parents of children from birth upward)

Date: 1975

Cost: $2.95 (1981)

Format: Paper back book

Written for parents, this book covers the development of self-esteem from birth through the teen years. Basic psychological concepts are explained in practical terms and numerous examples are included.

Title: YOUR DOWN'S SYNDROME CHILD

Author: David Pitt, M.D.

Publisher: National Association for Retarded Citizens
2709 Avenue E, East
Arlington, TX 76011

Topic: Retardation

Date: 1977

Cost: $.35 (1977)

Defines Down's syndrome and discusses its impact on children from birth to twelve years.

DIFFERENCES IN LANGUAGE AND COGNITIVE DEVELOPMENT

References

The reference section is primarily for in-depth reading on a specific topic. Many of the references can be found in libraries. Think about staff needs and personal interests in selecting these materials.

Title: THE ACQUISITION AND DEVELOPMENT OF LANGUAGE

Author: Paula Menyuk

Date: 1971

Format: Hard-cover book

Cost: $15.00 (approx.)

Order: Prentice Hall Inc.
Englewood Cliffs, N.J.

Title: THE ACQUISITION OF LANGUAGE

Author: David McNeill

Date: 1970

Format: Paper Back

Cost: $7.85

Order: Harper & Row Publishers, Inc.
49 East 33rd St.
New York, N.Y. 10016

Title: ATTACHMENT AND LOSS, VOL. 1

Author: John Bowlby

Date: 1969

Format: Paper Back

Cost: $40.00 approx.

Order: Basic Books, Inc.
New York

Title: ATTACHMENT: ITS ORIGINS AND COURSE

Date: 1972

Format: Magazine

Author: Leon J. Yarrow and Frank A. Pederson

Order: Young Children Vol. 27 (5)

Title: CHILDREARING ATTITUDES AND MOTHER-CHILD INTERACTION IN THE FIRST YEAR OF LIFE

Author: Steven R. Lulkin and Bertrem J. Cohler

Date: 1973

Format: Journal

Order: Merrill-Palmer Quarterly
April 1973 - Vol. 19, No. 2

Title: THE COGNITIVE BASIS OF EARLY SPEECH

Author: Katherine Nelson and David McNeill

Date: 1971

Format: Journal

Order: Interchange 1971
Vol. 2(3)

Title: COGNITIVE GROWTH IN PRESCHOOLERS THROUGH VERBAL INTERACTION WITH MOTHERS.

Author: P. Levenstein

Date: 1970

Format: Journal
American Journal of Orthopsychiatry

Title: THE COMPETENT INFANT

Author: L. Joseph Stone, et al.

Date: 1973

Format: Hard Cover

Cost: $35.00 (approx.)

Order: Basic Books, Inc.
New York, N.Y.

Title: THE DEVELOPMENT OF HUMAN ATTACHMENTS IN INFANTS BLIND FROM BIRTH

Author: Selma Fraiberg

Date: 1975

Format:

Order: Merrill-Palmer Quarterly
Vol. 21, No. 4

Title: DIAGNOSTIC METHODS IN SPEECH PATHOLOGY

Author: Frederic L. Darley and D.C. Spriestersbach

Date: 1978

Format: Hard-cover Book

Order: Harper & Row Publishers
10 E. 53rd St.
New York, N.Y. 10022

Title: DIMENSIONS OF EARLY STIMULATION AND THEIR DIFFERENTIAL EFFECTS ON INFANT DEVELOPMENT

Author: T.J. Yarrow and J. Rubenstein, et all

Date: 1972

Format: Journal

Order: Merrill - Palmer Quarterly of Behavior and Development
Vol. 18

Title: THE EFFECT OF ENVIRONMENTAL DEPRIVATION ON SPEECH AND LANGUAGE DEVELOPMENT: IMPLICATIONS FOR CHILD CARE WORKERS.

Author: W. R. Neal

Date: 1972

Format: Journal

Order: Child Care Quarterly
1972 Spring, Vol. 1 (3)

Title: ENVIRONMENT, EXPERIENCE AND DEVELOPMENT IN EARLY CHILDHOOD

Author: Jean Carew Watts, and others

Date: 1973

Format: Hard Back

Cost: $15.00 (approx.)

Order: Harvard University
Laboratory of Human Development
Cambridge, Mass.
Jan. 1973

Title: EXPERIENCE AND ENVIRONMENT: MAJOR INFLUENCES ON THE DEVELOPMENT OF THE YOUNG CHILD

Author: Burton L. White, et al

Date: 1973

Format: Hard Back

Cost: $15.00 (approx.)

Order: Prentice-Hall
Englewood Cliffs, N.J.

Title: HUMAN INFANTS: EXPERIENCE AND PSYCHOLOGICAL DEVELOPMENT

Author: Burton L. White

Date: 1971

Format: Hard Back

Cost: $15.00 (approx.)

Order: Prentice-Hall
Englewood Cliffs, N.J.

Title: INDIVIDUAL DIFFERENCES IN THE DEVELOPMENT OF SOME ATTACHMENT BEHAVIORS

Author: Mary D. Ainsworth, Silvia M. Bell

Date: 1972

Format: Journal

Order: Merrill - Palmer Quarterly
April, Vol. 18 No. 2

Title: INFANTS AND MOTHERS

Author: T. B. Brazelton

Date: 1969

Format: Soft Back

Cost: $9.00 (approx.)

Order: Delacorte Press
New York

Title: INFANTS: THEIR SOCIAL ENVIRONMENTS — Author: Bernice Weissbourd, Judith Musick, ed.

Date: 1981 — Format: Paper Back — Cost: $7.00

Order: Natl. Asso. for the Education of Young Children
1834 Connecticut Ave., N. W.
Washington, D. C. 20009

Title: LANGUAGE AND LEARNING DISORDERS OF THE PRE-ACADEMIC CHILD — Author: Tina E. Bangs

Date: 1968 — Format: Hard-cover Book — Cost: $ 18.95

Order: Prentice Hall, Inc.
Englewood Cliffs, N.J.

Title: LANGUAGE DEVELOPMENT'S RELATIONSHIP TO COGNITION, AFFECTIVITY AND INTELLIGENCE — Author: Vernon McCay

Date: 1972 — Format: Journal

Order: Canadian Psychologist
Oct. 1972, Vol 12 (4)

Title: LANGUAGE - LEARNING SYSTEM AND LEARNING DISABILITY — Author: George A. Swartz and Nathan L. Tracy, ed.

Date: 1972 — Format: Paper Back — Cost: $8.95

Order: Simon & Schuster, Inc.
One West 39th St.
New York, N.Y. 10018

Title: LANGUAGE AND THE PRE-SCHOOL CHILD — Author: Patricia A. Grady

Date: 1973 — Format: Journal

Order: British Journal of Disorders of Communication
April 1973, Vol. 8

Title: LANGUAGE AND MATURATION — Author: Paula Menyuk

Date: 1977 — Format: Hard-cover Book — Cost: $12.50

Order: The MIT Press
Cambridge, Mass.

Title: LINGUISTIC MYTHOLOGY AND THE FIRST YEAR OF LIFE: AN EDITED VERSION OF THE SIXTH JANSSON MEMORIAL LECTURE.

Author: David Crystal

Date: 1973

Format: Journal

Order: British Journal of Disorders of Communication

Title: MOTHER-INFANT DYAD: THE CRADLE OF MEANING

Author: Michael Lewis and Roy Treedle

Date: 1973

Format: Hard Back

Cost: $15.00 (approx.)

Order: Communication and Affect: Language and Thought
Academic Press
New York, N.Y.

Title: MOTHER-TODDLER INTERACTION: A PERSPECTIVE ON STUDYING THE DEVELOPMENT OF COMPETENCE

Author: Wanda C. Bronson

Date: 1974

Format: Journal

Order: Merrill-Palmer Quarterly
Oct. 1974, Vol. 20, No. 4

Title: POVERTY CHILDREN AND THEIR LANGUAGE

Author: Sol Adler

Date: 1979

Format: Paper Back

Cost: $8.00 (approx.)

Order: Grune and Stratton Inc.
111 Fifth Ave.
New York, N.Y. 10003

Title: PRINCIPLES OF INTERACTION IN LANGUAGE LEARNING

Author: Ernst Maerk

Date: 1972

Format: Journal

Order: Merrill Palmer
July 1972 Vol. 18, No. 3

Title: RECEPTIVE LANGUAGE DEVELOPMENT IN INFANCY: ISSUES AND PROBLEMS

Author: Bernard Z. Friedlander

Date:

Format: Journal

Order: Competent Infant
Merrill-Palmer Quarterly

Title: RELATIONSHIPS BETWEEN INFANTS VOCALIZATIONS AND THEIR MOTHER'S BEHAVIOR.

Author: Leila Beckwith

Date: 1971

Order: Competent Infant
Merrill - Palmer, July 1971 Vol 17, No. 3

Title: SOCIAL INTERACTION AND COMMUNICATION DURING INFANCY

Author: Ina C. Uzgiris, Ed.

Date: 1979 Format: Journal Cost: $15.00 year

Order: Jossey-Bass Inc.
433 California St.
San Francisco, Calif. 94104

Title: A STUDY OF WORD APPROXIMATIONS IN THE SPONTANEOUS SPEECH OF INFANTS

Author: W. McCurry and O.C. Irwin

Date: 1953 Format: Journal

Order: Journal of Speech and Hearing Disorders

Title: THE STUDY OF INFANT-ENVIRONMENT INTERACTION: SOME COMMENTS ON TRENDS AND METHODOLOGIES

Author: Miriam K. Rosenthal

Date: 1973 Format: Journal

Order: Journal of Child Psychology and Psychiatry and Allied Disciplines
1973 Dec., Vol. 14 (4)

Title: SYNTAX, SPEECH AND HEARING

Author: Alice H. Streng

Date: 1972 Format: Hard-cover Book

Order: Grune & Stratton, Inc.
111 Fifth Ave.
New York, N.Y. 10003

Title: THE VERBAL ENVIRONMENT PROVIDED BY MOTHERS FOR THEIR VERY YOUNG CHILDREN

Author: Mathilda Holzman

Date: 1974 Format: Journal

Order: Merrill-Palmer Quarterly
Jan. 1974, Vol. 20, No. 1

Title: WHO IS "DADA"? SOME ASPECTS OF THE SEMANTIC AND PHONOLOGICAL DEVELOPMENT OF A CHILD'S FIRST WORDS

Author: Patricia M. Greenfield

Date: 1973

Format: Journal

Order: Language and Speech
1973 Jan., Vol 16 (1)